



## EQUALITY OBJECTIVES

**Date of Review July 2021**

**Date of next Review July 2025**

### **WELCOME TO ST LEONARD'S CE PRIMARY SCHOOL**

St Leonard's CE Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

### **Stage 1: Understanding Our School Community – Pupils**

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

**296 Pupils in total**

Using the SIMs data the following information was available:

Ethnic Categories							
White British	273	White & Black Caribbean	1	Indian	0	Any Other Black Background	0
Irish	1	White & Asian	3	Pakistani	0	Refugee	0
Any other white background	4	White & Black African	0	Bangladeshi	2	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	0	Any other Asian background	2	Any Other Ethnic Group	2
Gypsy/Roma	0	Chinese	3	Black Caribbean	0	Information Refused	0
White European	1	Any other Chinese background	0	Black African	0	Information Not Obtained	4

### Disability Categories

Not Collected	<b>0</b>	Needs Medication	<b>0</b>	Other Disability / Health Problem	<b>0</b>
No disability	<b>279</b>	Problems with Incontinence	<b>4</b>		
Problems with Mobility	<b>3</b>	Problems with Communication	<b>2</b>		
Problems with Hand Function	<b>0</b>	Problems with Hearing	<b>0</b>		
Problems with Personal Care	<b>4</b>	Problems with Vision	<b>1</b>		
Problems with Eating and Drinking	<b>2</b>	Problems with ASD / Aspergers	<b>1</b>		

Special Educational Needs (SEN)	Percentage (%)
No Specified Special Educational Need	<b>81.65</b>
SEN without a statement/EHC Plan	<b>17</b>
SEN with a statement/EHC Plan	<b>1.35</b>

Gender	
Girls	<b>139</b>
Boys	<b>157</b>

Religion & Belief					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	0	No Religion	104
Buddhist	2	Jewish	0	Other Religion	9
Catholic	0	Methodist	0	Unknown	14
Christian	165	Muslim	2		

**No Information was available on the following protected characteristics which are not relevant to the Primary Age Range:**

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked as it was not appropriate to the Primary age range.

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics: ■ Admissions ■ Attainment

- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g School Council, Attainment

### Equality Objectives:

#### 1. To develop a greater understanding and empathy with the individual needs of pupils with SEND

**Why:** The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health (32% of our SEND Register). There is a need to educate the school community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils

**How:** CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils

**Outcome:** Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs

**2. Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups**

- In order to address and celebrate our cultural diversity we will continue to deliver a PSHE Programme which explores and values cultural difference alongside a robust RE syllabus which incorporates visits to different places of worship as part of our school curriculum activities to develop an understanding of other cultures.
- Use of weekly talk time/reflection to encourage pupils to recognise and consider the feelings and viewpoints of others.
- To use the curriculum as a vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.

**The equality objectives for St Leonard's CE Primary School are contained within the school improvement plan and are monitored termly by the Governing Body.**